

Queensland Blue Light Association Incorporated QBLAI

EDGE



An Australian Government Initiative



Alcohol
and Drug
Foundation



Local Drug Action Team Program

! Queensland Blue Light LDAT

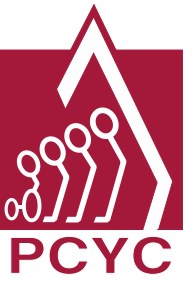
77 Branches Statewide

Vision:
Every young person to reach their potential and live free of crime.

Mission:
Police, community and young people achieving positive outcomes through early intervention.

Values:
Respect
Compassion
Inclusion

QBLAI is a not-for-profit registered charity run by Police and Civilian Volunteers.



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24–25 June, Melbourne

! Local Challenge

- Youth Crime
- Young people experimenting with drugs and alcohol
- Drug dependencies
- Youth in domestic violence situations – alcohol a huge factor
- Youth that are disconnected



Local Strengths

- School support
- Community support
- Constant sunny weather
- Generally better sports people



*Targeting at-risk youth
aged 12 – 17 years*

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! Solution... Blue EDGE



- Educate, **D**evelop, **G**row, **E**mpower. (*we love our acronyms!*)
- Using physical training as a tool to engage young people.
- To grow and develop the skills and attitudes that young people need to actively and positively take part in society.
- Empower participants with the skills and confidence to make smart choices with respect to drugs and alcohol, friendships and peer pressure, and their relationships with family, community and police.



! Solution... 16 EDGE sessions



EDGE

Educate, Develop, Grow, Empower:
1-1/2 to 2 hours per day, 2 days per week, for 8 weeks



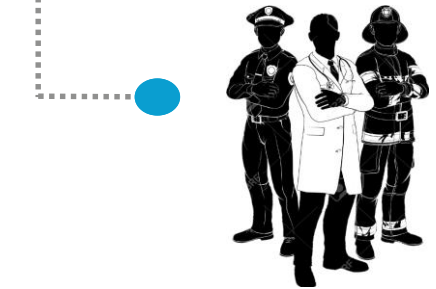
6.50am - Arrive at venue, change into EDGE workout gear, ready for 30 - 45 minutes of physical activity. This will be FUN and CHALLENGING!



Breakfast. Yum! The most important meal of the day. Healthy, hearty food to power your mind and body.



Hit the showers, change into a clean school uniform ready for the day ahead.



Interactive mentoring & life skills sessions by Police Officers & community role models.



Go to school. Energised mind and body.

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! Solution... EDGE Objectives



- Instil mind and body discipline;
- Reduce offending, drug and alcohol abuse;
- Build team cohesion, social connectedness and awareness of ability to achieve beyond their expectations;



- Foster a positive view of the police;
- Provide life skills and career education.

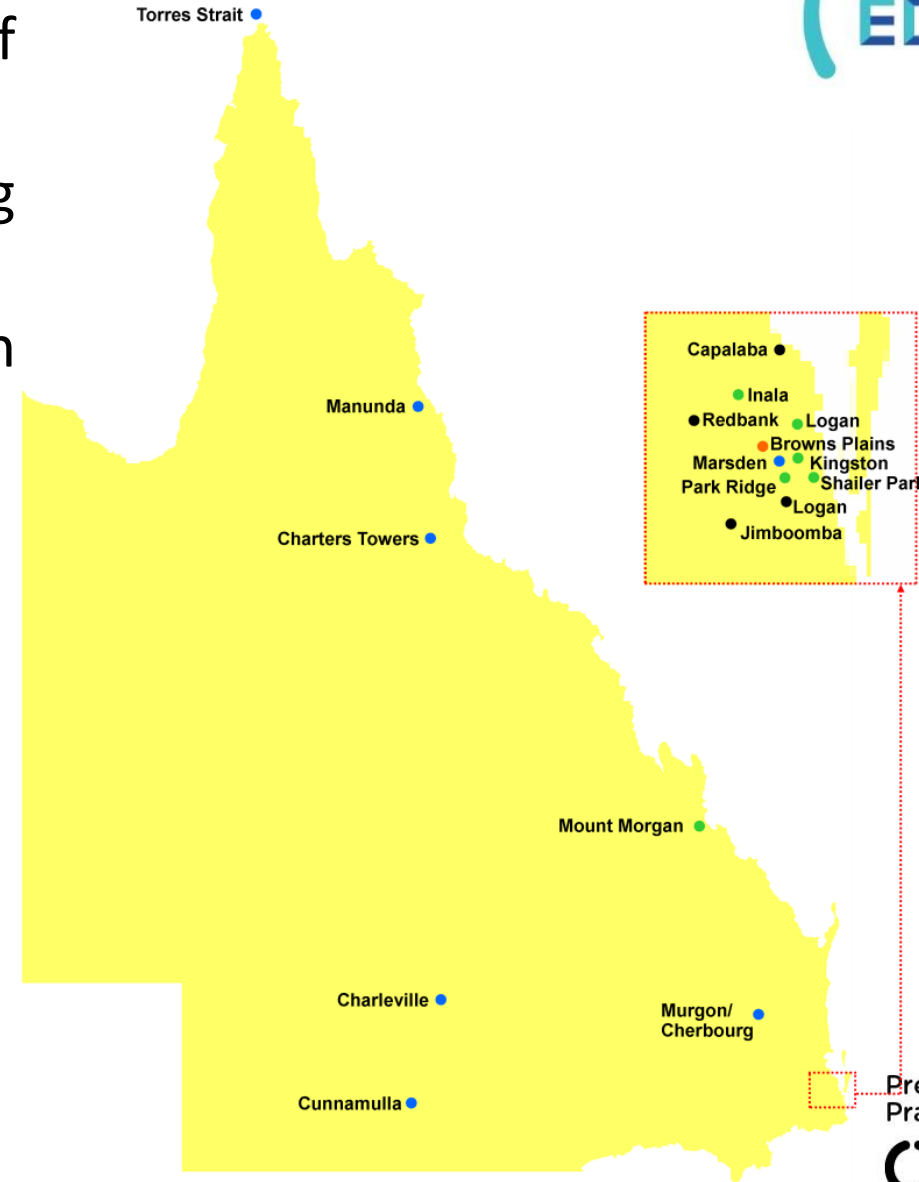


! Implementation



- 21 Programs completed since Term 2 of 2017
- 7 Programs underway or just finishing during Term 2 of 2019
- 14 Further Programs to be completed in 2019

- Browns Plains
- Cairns
- Capalaba
- Charleville
- Charters Towers
- Cherbourg
- Cunnamulla
- Inala
- Jimboomba
- Kingston
- Logan
- Manunda
- Marsden
- Mount Morgan
- Murgon
- Park Ridge
- Shailer Park
- Thursday Island



! Impact



QBLAI was assisted by KPMG to develop an evaluation framework for the Blue EDGE program. The first Evaluation Report was produced June 2018.

“Positive change in attitude to risk-taking behaviour consolidated in 6 months after program”

“Increased self-esteem, respect for others & a positive future view”

“Improved attitudes towards police, school & community”

“Change in resilience significant at 95%”

“The evaluation found that, overall, the program has achieved its goals”

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! Top Tips



- Be adaptable.
- Get the whole community behind it.
- TEAM Together Everyone Accomplishes More
- We've all been young once.
- Take a holiday in the Sunshine State!



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! For more Information



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- For way more Information:

<http://www.bluelightqld.org>



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IMPACT!

A Roadmap to Social & Emotional Wellbeing



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Warrnambool LDAT - IMPACT!

- Brophy Family & Youth Services
- Beyond the Bell Collective Impact Initiative
- Southwest Primary Care Partnership
- University of Melbourne Centre for Positive Psychology



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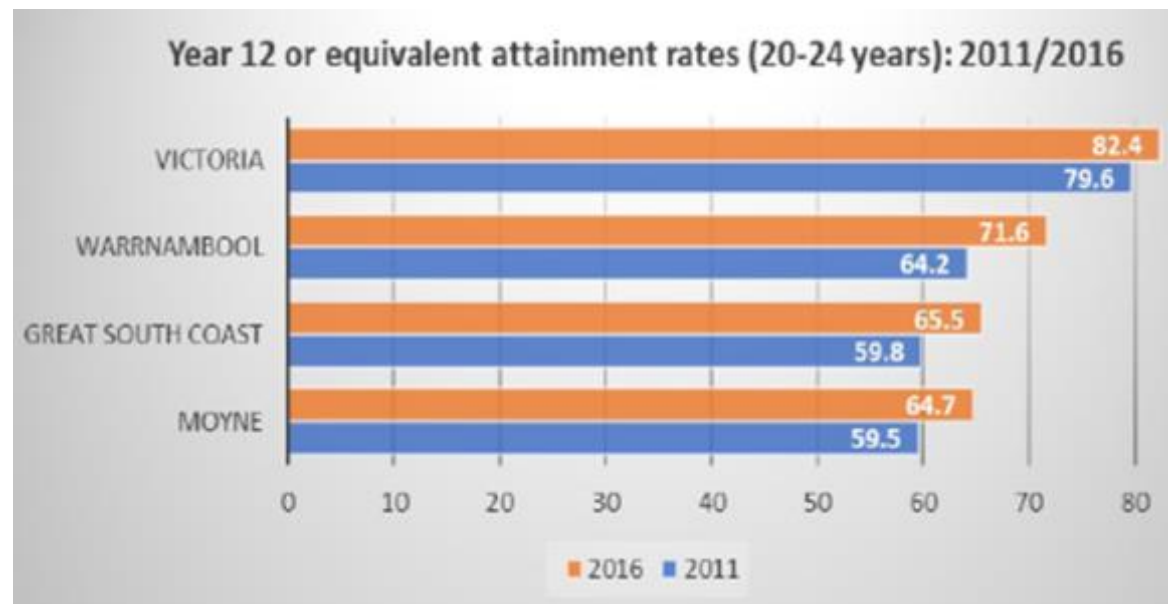
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Local challenge

Educational Attainment Rates Across South West Victoria

- A collective Impact Community Initiative to address educational attainment
- 65% vs 82%



Local challenge

Social and Emotional Wellbeing Initiative



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Solution

IMPACT! – A Road Map to Social and Emotional Wellbeing

- University of Melbourne Centre for Positive Psychology
- Three secondary schools
- Community partners











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Implementation

Stage 1 - Eight Week SEW Coaching Program

	ROAD MAP Every journey needs some planning, this week we will plan out the road ahead.
	TOOL KIT Sometimes things don't go to plan - identify your VIA character strengths and how to use them in challenging moments.
	NAVIGATION GPS failing, not sure how to find your way in new territory, learn to read your inner compass when relating with others.
	ROAD BLOCKS Dealing with frustrating detours, dead ends and wrong turns – make sure to take in the sights and explore the unexpected.
	HAZARDS Warning lights flashing, flat tyre, not sure what to do - call on road side assistance to get yourself back on track.
	OFF ROAD Checking for blind spots and embrace challenge as your comfort zone recedes in the revision mirror.
	FREEWHEELING What would life look like if there were no limits to success, not stifled by inhibitions or other's opinions?
	DRIVER'S SEAT It's time to put your skills and strengths into action and see where the road takes you!

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Stage 2 – Appreciative Inquiry – the needs and issues of young people



Stage 3 – Community Project Planning and Delivery



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Impact

What happened?

Goal	Impact
15 students, aim 5-10 completion	26 students, 100% completion
Six month program, Year 7 SEW coaching & community project	Sustainable Wellbeing Ambassador Program, Year 8 Peer Mentoring & Leadership . Going forward Year 7-12



What do I feel my Wellbeing Ambassador role could be now IMPACT! is finished?

"Make sure people don't feel left out"

"I could start a new program with other IMPACT! people at my school for students that need help with their time at school or support with their emotions"

"Check in with people"

"Help people in my year level and younger levels more"

"To look out for others more and help them with their problems"

"Work with the Wellbeing Team"

"Help people in ways I thought I couldn't"

"I feel a lot better so I can help others feel a lot better"

"Spread my knowledge to my friends and share how to do things that I now know"

"Include others in everything"

"I feel more confident and I am working on my public speaking skills which is going really well. I feel I could contribute to teamwork, with other students and leadership within my school"

"Helping my school to become a safer and better place to be in"

"To help my year level more, even if I don't know them as well"

"Help others as well as teach others"

"Look out for people even if I don't know them"

Learnings – Young People Can Make An IMPACT!

<https://vimeo.com/337639189>

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Top tips

1. Engage with the young people in planning and identify their needs
2. Identify key staff and clearly establish the school commitment
3. Engage and support parents from the start
4. Deliver on what you promise!

!

For more information . . .

Contact the IMPACT! Project Workers



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Substance Misuse Limestone Coast

Engaging Schools in AOD Education using Climate Schools



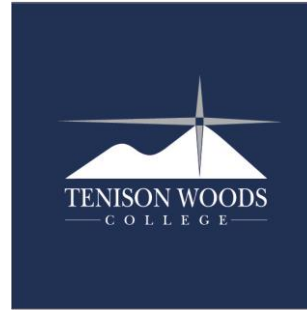
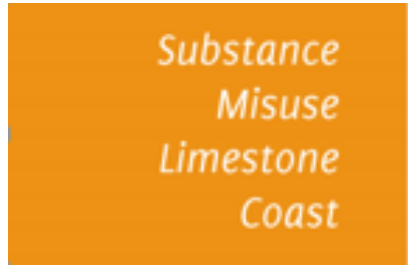
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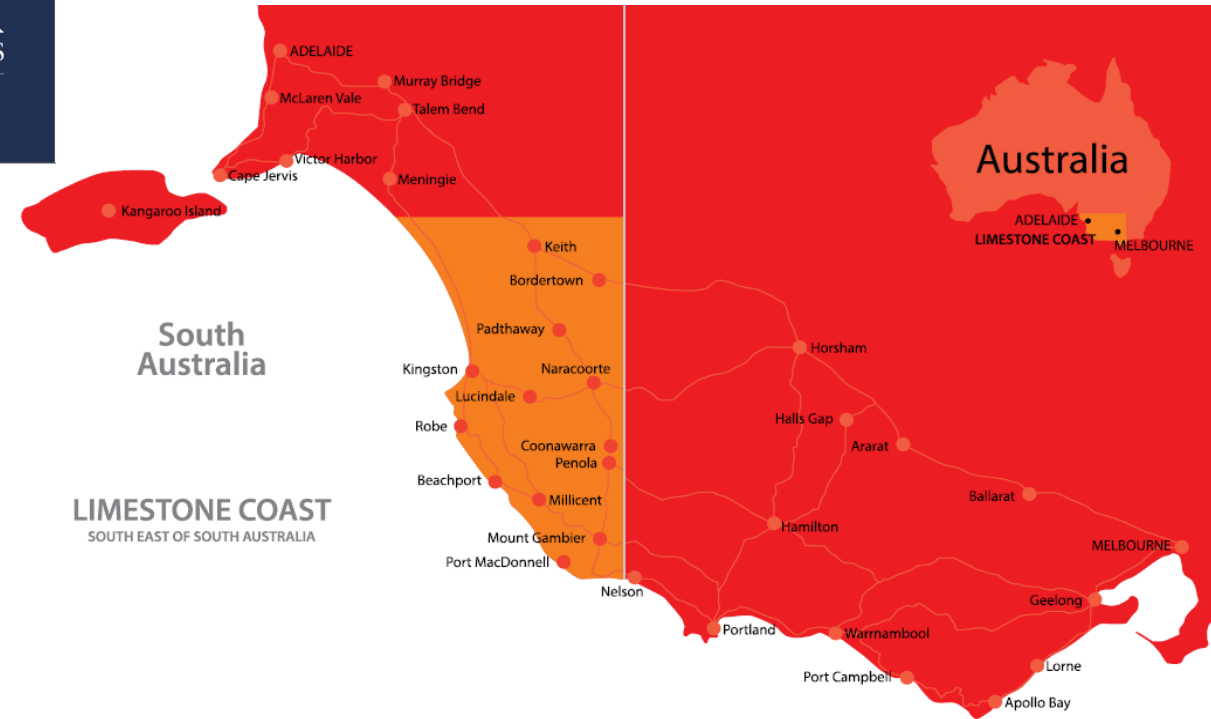
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Substance Misuse Limestone Coast



The Matilda Centre
for Research in
Mental Health &
Substance Use



Limestone Coast, South Australia

- Distance to Adelaide 433.8km - Distance to Melbourne 421.5km



Local challenge

What was the Local Challenge?

- To establish a collaborative, evidence informed community model to address AOD issues in the area including best practice AOD education in schools
- **Community Strengths**
- Pop Mt Gambier 27,000 with 2 public & 2 private Secondary Schools
- Employment in primary production
- Support and inclusion is identifiable
- Abundance of sporting & other clubs and a new recreation centre
- **Challenges**
- Employment for long term and those coming out of University
- Underemployment, large numbers of part time, casual employment (stability issues)
- Country drinking culture
- Seen as the “ice capital” of SA – which brings negativity

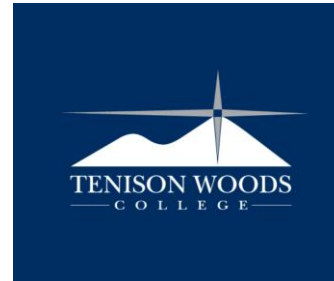
Solution

Support schools in implementing evidence based AOD education

- SMLC support TWC in piloting peer support program
- Plan : Tenison pilot Yr. 10 Leaders supporting delivery of Climate Schools to Year 9 groups.



- Project Officer made contact with the Research Program Officer
- ***NHMRC Centre of Research Excellence in Mental Health and Substance Use***
- ***National Drug and Alcohol Research Centre***
- Introduced Tenison Woods College via email



- In the mean time.....
- Term 2, 2018, Year 10 students completed resilience & wellbeing program modelled from SAHMRI for adults
<https://www.wellbeingandresilience.com/training>
- <https://www.education.gov.au/student-resilience-and-wellbeing>

Implementation

- Term 3 2018, 26 Year-10 Leaders completed the Year 9 Climate Schools module
- formed small groups to plan their support to teachers



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Impact

Wellbeing
Coordinator
Tania Sigley
wrote an
**Integrated
Learning Program**
= 10 Stage 1
SACE Credits

Stage 1 Integrated Learning Assessment Overview

Program Focus (e.g. outdoor activities, cultural program) **Building resiliency in becoming a drugs & alcohol support person**

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

Assessment Type and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
		AD	IR	CC	
Assessment Type 1: Practical Exploration Weighting 30%	Students will present their new understandings of the drug and alcohol program in an interactive way with parents. Students are to incorporate their findings in an interesting, interactive and engaging manner.	1, 2	1	1	<ul style="list-style-type: none"> - Presentation – to parents around your personal findings from completing drugs & alcohol and resiliency course. -
Assessment Type 2: Connections Weighting 30%	Year 10 students are to support Year 9 students (& teachers) in the completion of the climate schools drug & alcohol program. They are responsible for helping to plan & organise activities to reinforce year 9's understandings the 6 lessons of the drug & alcohol program.	1, 3	1	1, 2	Summary should be no more than 750 words in length and include the following: <ul style="list-style-type: none"> - Reflections made after each Year 9 lesson - Year 9/teacher evaluation sheet
Assessment Type 3: Personal Venture Weighting 40%	Students work through lessons of a resiliency program to gain an understanding of self. Then complete the climate schools drug & alcohol program to produce a certificate. Students will answer a series of questions to build their portfolio of evidence in the One Note.	1, 3	1	2	<ul style="list-style-type: none"> - Folio of work in the One Note on resiliency answering questions and making reflections. - Completion of the climate schools drug & alcohol producing the certificate of completion

Three or four assessments for a 10-credit subject. Five or six assessments for a 20-credit subject. Please refer to the Draft Stage 1 Integrated Learning subject outline.

Impact

Self-Assessment Sheet
Provide the following feedback about your own involvement in the planning and carrying out of your practical. Add any comments that you can.

1. I had a clear plan in my head of what I/the group wanted to achieve:
Not at all Sort of Mostly

2. I/we used my time productively:
Not at all Sort of Mostly

3. I/we were able to overcome difficulties and adapt:
Not at all Sort of Mostly

4. My/our communication skills were:
Below Average Average

5. Overall, I am pleased with what I achieved:
Not at all Sort of

6. I have a better understanding of the practical exploration:
Not at all Sort of

Peer Assessment Sheet
Group Member Name: _____ Assessor Name: _____

1. Contribution to initial planning and design of the activity.
Below Average Average Good Excellent

2. Contribution and attitude while doing the activity (time management, skills, knowledge etc)
Below Average Average Good Excellent

3. Contribution to identification of problems and/or suggestion of improvements.
Below Average Average Good Excellent

4. Working as part of a team? (include any feedback on how they could work better as part of a team).
Below Average Average Good Excellent

5. Any other comments or feedback about this person's involvement with the Practical Exploration?

Reflection

- This program has been a great learning experience, not just for the year 9's, but for us as well. We are confident in saying that the Climate Schools drug and alcohol program should be implemented in schools across Australia. We have successfully been able to provide information to the younger grade about alcohol and cannabis as well as their effects and the real dangers that they pose to young people in Australia. Over the past six weeks, we have learnt a lot for ourselves through the Climate Schools program and will be able to pass this information across to others as well as now being more educated about the topic.
- The students interacted with the lessons and seemed to get a lot out of every one of them. The cartoons from Climate Schools also helped a lot to engage the students and provide information in a new and refreshing format. We got so much useful information out of the program as did the year 9's. Hopefully the rest of Australia will be able to as well.



Learnings



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Top tips

1. Find a passionate School Leader
2. Plan early (the year before)
3. Ensure all Teachers know about it ask to attend all Staff Meeting
4. Evaluate straight away
5. Ask to include Parents from the beginning (we ran out of time)



For more information . . .

- Contact:
- Jennie Sanderson – LDAT – Tenison Woods College
- Tania Sigley – Tenison Woods College
- David Mezinic – Principal Tenison Woods College
- Andy Stott – LDAT Substance Misuse Limestone Coast
- Dr. Sue Mutton – LDAT Substance Misuse Limestone Coast
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